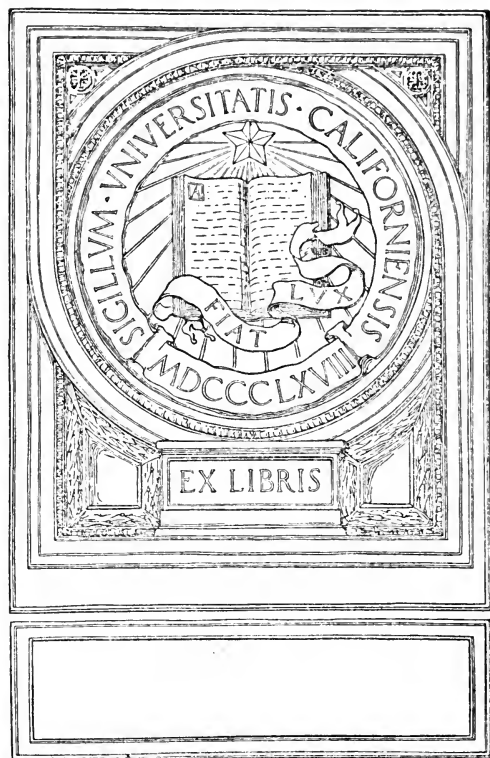


849
A428
h

UC-NRLF



\$B 623 756





HINTS ON THE TEACHING OF GERMAN CONVERSATION

BY
PHILIP SCHUYLER ALLEN

TOGETHER WITH A LIST OF THE TEXT-
BOOKS IN GERMAN PUBLISHED
BY GINN AND COMPANY

UNIV. OF
CALIFORNIA

TO THE
ALABAMA

19
128
h

Hints on the Teaching of German Conversation

By PHILIP SCHUYLER ALLEN

Associate Professor of German Literature in The University of Chicago

My suggestions are particularly for those teachers of the German language who are neither foreign-born nor Americans of German parentage; for those teachers who are away from the greater centers of culture, away from the ready help that large colleges and libraries offer; for those teachers who are confronted, single-handed and alone, with the puzzling problem, "How shall I teach my students German conversation?"

Now it has been my very good fortune to meet and know hundreds of such teachers. During the eight years in which I was editorial adviser in modern foreign languages for Ginn and Company, much of my correspondence was with teachers in the smaller towns and cities of America. During the fifteen summers in which I have uninterruptedly taught in The University of Chicago, I have come into direct personal touch with such teachers. And we have sat many a sultry afternoon in the inadequate shade of a scrub-oak on the Chicago campus, talking, talking, talking of the smaller but none the less vexing problems which confront the man and the woman who in an unsympathetic environment are honestly endeavoring to further the cause of German in this country.

So it comes that I wish to offer such helpful suggestions as I may regarding conversational German, for I feel sure

COPYRIGHT, 1912, BY GINN AND COMPANY

that the audience I want to reach will welcome them. I shall try to be simple and practical — to keep constantly in mind the real needs of real teachers, and to make use of the doctrine of derived interest and the theory of play.

The question is, "How shall we teach students conversational German?" The answer, "By getting them to speak in German about a subject in which they are really interested."

Let us conjure up before us a scene which is recurring day after day: A first-year class in high school is reading in some popular German reader of the death of Balder. The teacher is tempted to begin the lesson by asking for the rules for dependent word-order, or by propounding machine-made Fragen based upon the text: Erzählen Sie Balders Traum! Was sagte Wotan zu dem Traum? Warum erschrafen die Götter? etc.

Now it happens that the students — it is springtime — are slightly tired of Balder. And it also happens that on a previous day the students of this high school have wrested an unexpected victory in baseball from their dearest rivals.

A pardonable guile will lead the teacher to begin the German hour by saying, "Let's talk about *the* game!"

Herr A, haben Sie das Spiel gestern gesehen?

Fräulein B, war es ein aufregendes Spiel?

War es interessant, Herr C?

Wo steht denn Ihre Stimme, Fräulein D?

Herr E, Sie sind recht müde vom Fangen, nicht wahr?

Sagen Sie mir, Fräulein F, warum haben Sie gestern nachmittag Ihr Deutsch nicht studiert?

The Teaching of German Conversation

Or, if an interscholastic debate has taken place, the teacher may well ask :

Haben Sie die Debatte gehört, Herr G ?

Fräulein H, haben die Redner gut gesprochen ?

Wie hießen unsere Redner, Herr S ?

Wie hießen die Gegner, Fräulein R ?

A few minutes for conversation of this sort at the beginning of the hour, or whenever interest flags, will brighten the whole recitation period. Students with the most meager linguistic taste will come to like German better the moment they discover that they can convey in it ideas in which they are personally interested. Asking questions about stories which have been once read is often almost like pulling teeth ; students seldom like it, but they enjoy talking of things connected in a vital way with their everyday experience.

Teachers would undoubtedly welcome a conversation-manual which offered model lists of questions and answers that would apply to all the various school activities — football, baseball, track-meets, basket-ball, debates, spelling-bees, anniversary celebrations, the appearance of the annual school-paper, etc. A cleverly constructed manual might also include the simpler summer and winter sports, such as boating, fishing, hunting, skating, sleighing, snowball contests. Whatever else stirs the town for a moment would also be fit material for a manual of German conversation — circus, theater, election of town officers, the burning of a public building, the failure of a bank.

And yet such a conversation-manual would be as apt to do harm as it would to benefit. For the very idea of live

The Teaching of German Conversation

and interesting conversation is that it proceed not along lines laid down by *others*, but that it answer to the thought which *we* are trying to express at any given moment. Thus one might study all the conversation-manuals from the "foreign phrase-books" of fifty years ago down to Laurence Fossler's charming "Practical German Conversation," and yet never quite know how to say anything one wished to say; for such books are ever teaching you what you may want to say, what you should want to say, what the "average person" does want to say, but what, as a matter of fact, you can travel Germany thrice over without ever once getting a chance to say. And whenever you wish to remark, "I don't care for any more bread, thank you!" there on the tablet of your mind, big as life and plain as fire, is written the phrase from the "phrase-book," "Please pass me the bread."

Another way of avoiding the dulling effect of mechanical answers by the student to mechanical questions by the teacher is to have the students ask questions of one another. Each member of the class is asked to prepare five or six questions on the text the class is reading. A student is then selected to ask the first question, *Fräulein A, wollen Sie bitte eine Frage stellen?* The question, once uttered by Miss A, is criticized by the class. The teacher asks them: *Ist Fräulein A's Frage richtig?* or *Warum ist diese Frage verfehlt?* or *Können Sie die Frage verbessern?* When the class decides the question is in proper form, Miss A chooses the one who must answer it, the teacher asking her, *Wer soll die Frage beantworten?*

The Teaching of German Conversation

The answer is also criticized by the class. Then the student who has had to answer the first question has the privilege of asking one. The teacher urges him to make his question difficult: *Revandieren Sie sich, Herr B. Machen Sie's dem Fräulein recht schwer!* And so on, as long as time permits.

A valuable *composition* exercise can be made of such questions by having the students go to the board, write their own questions, and criticize those of others.

To vary pleasantly the above exercise, select one student, who has been previously notified, to take the teacher's place and ask questions of the class. Students, at first backward to assume this responsibility, soon delight in the opportunity their brief authority affords them to tease and tantalize their friends. Hilarity—first a breeze of it, then a gale of it—is the sure result of this method of questioning. But why not? More German is learned amid laughter than amid tears. And students like to forget their worries and learn that German is not necessarily

. . . a monster of so frightful mien,
as to be hated needs but to be seen.

Another variation is to have the students ask whatever questions they will of the teacher. The teacher should pretend to misunderstand any question which is not framed correctly or which is capable of a double interpretation. This leads the student to a clarity and an exactitude which he otherwise would not strive for.

Now I have ever found that classes know more German than they think they do, and there is nothing more

The Teaching of German Conversation

encouraging for a class than to make this discovery. But it is hard to get a group of individuals to talk at first about matters of their daily enthusiasm, especially before some practical drill in word-order and sentence-organization has been given them. To bridge over the gap between the first stage of conversation work (consisting simply of question and answer) and the last stage (free-hand dialogue on matters of mutual interest), I believe there is nothing more helpful than the playing in class of conversational games of any and every suitable kind.

The teacher must be careful that such games are not misfits. For the high school he must not suggest games which are better fitted for the lower grades: a high-school student no more cares to play a German game which he considers silly than he does an English one. Again, a game which may be played successfully in private school or college can hardly be attempted in the large classes of a high school. The teacher must use his own judgment, both in regard to the games which I suggest below and to any other games he may discover or invent, as to which best suits his particular purpose.

The Founding of a German Club

To supplement the classroom work and create interest in German, the teacher should organize a German club, to meet once a week throughout term-time, or at least as often as possible. The teacher should not despair of doing this successfully, even if the enthusiasm for German in the school seem to be at a low ebb, for the founding of

The Teaching of German Conversation

a German club will revive the flagging interest. If for some reason, however, the establishment of such a club should prove really impossible, it will at least be feasible to plan for occasional German socials.

If possible, a room should be secured for the sole use of the club. This would permit suggestive decoration of the walls of the room with *Realfien* — symbols of one sort and another which suggest and interpret modern cultural life in Germany. Wall-maps, photographic views, busts, flags — nothing can be too poor or too simple to press into service in the way of such mural decoration, if the object really reminds of some German fact, or scene, or hero.

To prepare for the first meeting of the club, everything should be done to show students the value they will derive from attending it. As many of the townspeople as possible should be interested in it and given something to do to help make the meeting a success. To insure a good attendance at the first session, the assignment for the following day's German might be shortened for those of the class who attend.

It may or may not be desirable for students to learn in class, in preparation for the first meeting of the German Club, a few of the more important parliamentary expressions. But it is most advisable for the students to practice some game that is going to be used in the club. It is a good plan to divide the club into groups of not more than six or seven, each group having for leader an advanced student, an assistant teacher, or some German friend of the school. A committee-meeting of these group-leaders

The Teaching of German Conversation

should take place before each gathering of the club, to plan the following program.

The first half hour might be devoted to games in these smaller groups, and the second half hour to an open meeting for business, chorus singing, and a short original program. This last may be the rendition of a German song or two by a good singer, the relating of experiences in Germany by a traveler, or a talk on current events in Germany by some one of the teachers. To encourage beginners, let one student give a brief English report on some phase of German life in which classes naturally would be interested, such as "Athletics in German Schools," "Famous Rhine Legends," "Student Celebrations at a German University," etc. The current magazines are a fruitful field for research along these lines.

For variety, five minutes of the open-meeting time might be spent with some game in which all groups participate. The teacher, for instance, can write on the board the name Johann Wolfgang von Goethe (or Gotthold Ephraim Lessing or Johann Christoph Friedrich von Schiller) and announce a contest, to see who can write the longest list of German words from the letters of the name.

A Trial Program or Two

7.00-7.30 Classes in conversation — Group games

Gruppe 1, 2, 3, 4 (Anfänger) Kofferpacken

Gruppe 5, 6, 7 (Schüler im zweiten Jahre) Pflanzenquartettspiel

Gruppe 8 und 9 (Die vorge schrittensten Schüler) Summ!

The Teaching of German Conversation

7.30–8.00 Open meeting. The chairman of the program committee is responsible for the success of this part

Vereinsgesang: Das Lied der Deutschen

Deklamation: Goethes Der Erlkönig

Kleiner Vortrag über eine Sommerreise durch Deutschland

Solo

Debatte

Englischer Bericht

Vereinsgesang: Die Lorelei

Geschäftsversammlung

Erfrischungen

* *
*

7.00–7.30 Gruppenspiele

Gruppe 1, 2, 3, 4 (Anfänger) Uhrspiel

Gruppe 5, 6, 7 (Schüler im zweiten Jahre) Tierquartettspiel

Gruppe 8 und 9 (Die vorgeschrittsten Schüler) Was bringt die Zeitung — a discussion of various topics culled from a German newspaper

7.30–8.00 Open meeting

Vereinsgesang: Das zerbrochene Ringlein

Deklamation: Lilienkrone Die Musik kommt

Kleiner Vortrag über deutsche Studentensitten

Duett

Dialog

Englischer Bericht

Vereinsgesang: Am Brunnen vor dem Tore

Geschäftsversammlung

Erfrischungen

The Teaching of German Conversation

The most important part of the program is furnished by the refreshments. A fixed charge of twenty-five to fifty cents on each member of the club will ordinarily pay for the simple refreshments desired, and nothing else tends to make a meeting so informal, gives so many a chance to help, and offers material for so much simple and natural German conversation as does the passing of refreshments. Darf ich Ihnen etwas Kuchen anbieten? Danke schön, ich bin ja schon versorgt. Noch ein wenig Zucker gefällig? Wollen Sie so gut sein und mir einen Löffel holen? etc.

The declamation by students of German poems¹ is most desirable. This exercise, as often undertaken in class, rarely yields the best results, because of the formal, stilted nature of the occasion. But a student allowed to select his own favorite and spurred on by the opportunity of such an audience as a German club affords always does his best.

The debate or dialogue is intended to be either dramatic or humorous in character. The teacher will find a large amount of fairly good material for such exercises, generally very cheap, at the German bookstores in this country. Old reading-books, composition-books, books of tales and anecdotes, are often a mine for such material.

What the wise teacher will be working toward, with the organization of his German club behind him, is the production near the end of the school year of a simple German play. Although this may seem at the beginning of the club's existence to be too daring a goal to attempt, the plan once made will carry itself to a successful end.

¹ On page 23 below will be found a poem which is not generally accessible, but which lends itself excellently to declamation.

The Teaching of German Conversation

Students will work harder to get ready for a play, and will do more competitive work to get on the cast of it, than they will for any other one aim.

There follow a few games which are suggested as helpful for conversational purposes, both in classroom and in German club, and certain of the most popular German songs.

Kofferpacken

After a class has learned the strong declension of nouns, the following game might profitably be played in a review lesson, to relieve the monotony of classroom drill. It will afford practice in pronunciation and imperceptibly impress upon the learner's mind the gender of the new words.

The teacher might begin by saying :

„Wir wollen nun ein neues Spiel lernen; es heißt: Kofferpacken. Fräulein B, was wollen Sie in Ihren Koffer packen?“

Fräulein B. „Ein Gemälde.“

Lehrer. „Gut; nun, Herr M, in Ihren Koffer müssen Sie dasselbe und sonst noch etwas packen.“

Herr M. „Ein Gemälde und einen Apfel.“

Student No. 3. „Ein Gemälde, einen Apfel und einen Spaten.“

Student No. 4. „Ein Gemälde, einen Apfel, einen Spaten und ein Heft.“

Student No. 5. „Ein Gemälde, einen Apfel, einen Spaten, ein Heft und einen Rock.“

Student No. 6. „Ein Gemälde, einen Apfel, einen Spaten, ein Heft, einen Rock und eine Maus.“

The Teaching of German Conversation

Student No. 7. „Ein Gemälde, einen Apfel, einen Spaten, ein Heft, einen Rock, eine Maus und einen Wurm.“ Etc.

If a student forgets the next word in order, he should lose his turn.

After the adjectives have been mastered the game can be made more profitable as well as more entertaining by prefixing adjectives to each noun, and alternately using the definite article, the indefinite article, and numerals with or without articles ; for instance, Eine fette Gans, zwei schwarze Mäuse, einen krummen Stock, den uralten Käfig, die interessanten Bücher und zehn blanke Nadeln.

Still more variety can be secured by using the demonstrative and possessive adjectives with the nouns.

Das Uhrspiel

When students are beginning to learn to tell time the following game helps them gain fluency and accuracy in understanding and expressing certain German idioms. The game may be played in two ways. By the first method some member of the class is asked to put on the board any expression of time ; as, for instance, 8.30 A.M., 2.15 P.M., 12 (midnight), 6.30 A.M. The teacher should turn away and not see what the student has written. After every member of the class has seen the expression on the board, it should be erased.

Then the teacher begins to ask questions, to find out what time of day or night the students have in mind. Suppose that the time was 6.17 A.M. The teacher asks questions and receives answers somewhat as follows :

The Teaching of German Conversation

„Ist es nach dem Mittagessen?“ „Nein.“

„Nun dann, ist es vor dem Frühstück?“ „Ja.“

„Ist es bald nach Mitternacht?“ „Nein.“

„Ist es sehr lange vorm Frühstück?“ „Nicht sehr.“

„Ist es dann vor sechs Uhr?“ „Nein.“

„Später als halb sieben?“ „Nein.“

(„Also zwischen sechs und halb sieben.“)

„Ist es ein Viertel nach sechs, oder ein Viertel auf sieben?“

„Nein.“

„Später als diese Zeit?“ „Ja.“

(„Also zwischen 6.15 und 6.30.“)

„Ist es zwanzig Minuten nach sechs?“ „Nein.“

„Später als 6.20?“ „Nein.“

(„Also zwischen 6.15 und 6.20.“)

„Ist es vielleicht sechs Uhr achtzehn?“ „Nein.“

„Sechs Uhr neunzehn?“ „Nein.“

„Nun dann, doch sicher sechs Uhr sechzehn?“ „Nein.“

„Dann muß es sechs Uhr sieben sein.“ „Ja!“

In this first method students are comparatively passive ; they are growing accustomed to hearing the time-idioms. After the game has been played in this way several times the second method may be tried. According to this method there is a contest between the two sides of the class, and it often pleases students to have a score-keeper appointed to see which side is the most successful for a week. First the teacher should select a time of day or night and have the class try to find out what time he is thinking of. He should call for volunteers to state questions, and then have pupils, first on the right and then on the left side of the class, take their turn asking these questions.

Sprichwörter

Viele Hände machen bald ein Ende. Many hands make light work.

Morgenstunde hat Gold im Munde. The early bird catches the first worm.

Es ist nicht alles Gold, was glänzt. All that glitters is not gold.

Der Mensch denkt, Gott lenkt. Man proposes, God disposes. Keine Rose ohne Dorn. No rose without a thorn.

Aus den Augen, aus dem Sinn. Out of sight, out of mind. Aus dem Regen in die Traufe. Out of the frying-pan into the fire.

Man muß das Eisen schmieden, wenn es warm ist. Strike while the iron is hot.

Aller Anfang ist schwer. It's the first step that counts.

Eile mit Weile. Make haste slowly.

Wo Tauben sind, fliegen Tauben zu. Nothing succeeds like success.

Neden ist Silber, Schweigen ist Gold. Speech is silver, silence is gold.

Hunger ist der beste Koch. Hunger is the best sauce.

Übung macht den Meister. Practice makes perfect.

Neue Besen fegen gut. A new broom sweeps clean.

Gleich und gleich gesellt sich gern. Birds of a feather flock together.

Not ist die Mutter der Erfindung. Necessity is the mother of invention.

Friß gewagt, ist halb gewonnen. Boldly begun is half won.

Ehrlich währt am längsten. Honesty is the best policy.

The Teaching of German Conversation

Willenskraft Wege schafft. Where there's a will, there's a way.
Wer zuletzt lacht, lacht am besten. He laughs best who
laughs last.

Hochmut kommt vor dem Fall. Pride comes before a fall.
Viele Köche verderben den Brei. Many cooks spoil the broth.
Rast' ich, rost' ich. It is better to wear out than to rust out.
Gedanken sind zollfrei. Thoughts are free.

Eine Schwalbe macht noch keinen Sommer. One swallow
does not make a summer.

Proverb Game

Each proverb of the preceding list should be cut in two
and the parts written on separate blank playing cards.
For instance :

Es ist nicht alles

Gold was glänzt

The players sit in a ring. After all cards are shuffled and
dealt, each person in turn draws a card from his right-
hand neighbor. Whoever finds two cards containing the
parts of the same proverb has a set and lays it aside. The
one finding the most sets wins the game. This furnishes
an incentive to memorize the proverbs.

Summ

A German way of playing the old-fashioned English
game of "Buzz." This should be one of the first games
to play, as it is very easy and gives students confidence in
pronouncing the foreign words ; it also teaches them the
numerals in a way not to be easily forgotten.

The Teaching of German Conversation

Players sit in a circle and count in turn from 1 to 100. The one whose turn it is to say a number containing the figure seven (7, 17, 27, or 37, etc.), or the quantity seven (7, 14, 21, 28, 35, etc.), must say instead „Summ.“ Whoever makes a mistake must suffer one of the following penalties: sit on the piano stool till the next mistake is made; pay a forfeit, to be redeemed later by singing a German song; or introduce his right-hand neighbor to the leader of the game, using the German form of introduction: „Fräulein A, ich stelle Ihnen Herrn B vor.“ Or, „Fräulein C, erlauben Sie mir, Ihnen Herrn D vorzustellen.“ Reply: „Es freut mich, Sie kennen zu lernen.“ Or, „Sehr angenehm, Ihre Bekanntschaft zu machen,“ and so forth.

Land-, Luft- und Wasserspiel¹

Land

Elefant'—Tiger—Leopard'—Pferd—Auh—Kalb—Ochs
—Esel—Hund—Käse—Ziege—Maus—Affe—Wolf—
Ratte—Zebra—Giraf'fe—Löwe—Panther—Biber—
Maultier—Fuchs—Luchs—Bär—Sa'guar.

Luft

Adler—Kondor—Falke—Eule—Auckuck—Specht—
Ra'fadu—Meise—Rabe—Finke—Ibis—Kolibri—Drossel
—Star—Schwalbe—Taube—Huhn—Elster—Lerche—
Krähe—Nachtigall—Kana'rienvogel—Storch—Goldammer
—Libelle.

¹ The meanings of all words in this and the following games are given in the vocabulary at the end of this pamphlet.

The Teaching of German Conversation

Wasser

Walſiſch — Seehund — Krokodil' — Schildkröte — Hummer
— Schwan — Ente — Gans — Pelikan' — Froſch — Krebs
— Maifiſch — Haiſiſch — Schellfiſch — Fiſchotter — Salm
— Hecht — Butte — Hering — Aal — Karpfen — Sardel'le —
Bachforelle — Aabeljau — Muſter.

How to play Land, Luſt, Waſſer

This game is played like "Beast, Bird, and Fish." One person stands in the center of a ring of players, points to a player, and says one of the three words, Land or Luſt or Waſſer. Then he counts as rapidly as may be, eins, zwei, drei, vier, fünf, ſechſ, ſieben, acht, neun, zehn. Before zehn is uttered the player designated must name (with the proper form of the definite article prefixed) a creature of the land, air, or water, depending on which is called for.

If zehn is uttered before the player responds properly, he in turn must be "it"; that is, he must exchange places with the one in the center of the ring. Unless students have already had drill on the names of beasts, birds, and fishes, it will be advisable to give each one a list of them the first time the game is played.

How to play Tierquartett, Vogelquartett, and Pflanzenquartett

Each game consists of twelve sets, or books, of four cards each. The teacher must procure library cards which are as stout as possible, and for each game make his own

The Teaching of German Conversation

deck of forty-eight cards. Each of the twelve sets must be copied four times ; for example :

III. Wiedertäuer der Ebenen	III. Wiedertäuer der Ebenen	III. Wiedertäuer der Ebenen	III. Wiedertäuer der Ebenen
Der Dchs	Der Wisent	Das Kamel	Die Giraffe
Der Wisent	Der Dchs	Der Dchs	Der Dchs
Das Kamel	Das Kamel	Der Wisent	Der Wisent
Die Giraffe	Die Giraffe	Die Giraffe	Das Kamel

Remember that the *name* of each card is at the top (below the group-heading) in large letters, and by this name only can the card be asked for. The names in smaller letters serve only to show what cards form that set or book.

Shuffle and deal. The person to the left of the dealer calls for any card he may need to complete a set of which he already holds one. He continues to call for cards until he misses. Then the next player on his left calls in like manner until he misses ; and so on, until all the cards have been called for and formed into sets or books. The player having most books wins the game.

As the purpose of these games is to encourage German conversation, any one who asks a question in English forfeits a card. Any one who calls for a card which he already holds in his own hand forfeits the card to the one of whom he asks it.

Expressions useful in playing these games are : „Fräulein B, bitte, geben Sie mir den Tiger.“ „Es tut mir leid, aber ich kann ihn Ihnen nicht geben.“ „Herr A, wollen Sie mir gefälligst das Renntier reichen?“ „Ich bedaure unendlich ; erstens habe ich kein Renntier ; zweitens könnte ich ein so schweres Tier nicht gut reichen.“ „Fräulein A, seien Sie so

The Teaching of German Conversation

gut und geben Sie mir den Wolf.“ „Mit dem größten Vergnügen.“ „Herr B, wollen Sie mir den Spinnenaffen geben?“ „Sawohl, Herr C, sehr gerne.“ „Oh, ich habe ein Quartett!“ „Sie sind ein Glücksvogel und ich ein Pechvogel.“

Tierquartett

I. Affenart

1. Der Schimpanse
2. Der Pavian
3. Der Magot
4. Der Spinnenaffe

II. Wiederkäuer der Berge

- ✓ 1. Die Ziege
- ✓ 2. Das Schaf
- ✓ 3. Die Gemse
4. Der Saf

III. Wiederkäuer der Ebenen

- ✓ 1. Der Ochs
2. Der Wisent
3. Das Kamel
4. Die Giraffe

IV. Hirschart

1. Das Elentier
2. Das Rentier
3. Das Damwild
- ✓ 4. Das Reh

V. Pferdeart

- ✓ 1. Der Esel
2. Das Zebra
3. Der Tapir
4. Das Rhinoceros

VI. Wasser-Säugetiere

1. Der Walfisch
2. Das Meerschwein
3. Der Seehund
4. Das Nilpferd

VII. Wieselart

1. Der Iltis
2. Der Marder
3. Das Hermelin¹
4. Der Dachshund

VIII. Bären- und Hundart

1. Der Wolf
2. Der Fuchs
3. Das Windspiel
- ✓ 4. Der Eisbär

¹ Der Pelz dieses Tieres heißt der Hermelin!

A teacher who prefers to avoid the complication of this footnote may substitute der Bielfraß or der Bobel for das Hermelin.

The Teaching of German Conversation

IX. Katzenart

1. Der Löwe
2. Der Tiger
3. Der Leopard oder Panther
4. Der Luchs

X. Kleinere Nagetiere

1. Die Maus
2. Die Ratte
3. Das Eichhörnchen
4. Der Hamster

XI. Größere Nagetiere

1. Der Hase
2. Das Kaninchen
3. Das Murmeltier
4. Der Biber

XII. Insektenfresser

1. Der Igel
2. Der Maulwurf
3. Die Spitzmaus
4. Die Fledermaus

Vogelquartett

I. Tag-Raubvögel

1. Der Adler
2. Der Geier
3. Der Falke
4. Der Weihe

II. Nacht-Raubvögel oder Eulen

1. Der Uhu
2. Das Käuzchen
3. Die Schleier-Eule
4. Die Wald-Dhreule

III. Klettervögel

1. Der Papagei
2. Der Kakadu
3. Der Kuckuck
4. Der Specht

IV. Singvögel

1. Die Nachtigall
2. Die Lerche
3. Das Rotkehlchen
4. Der Distelfink

V. Tauben

1. Die Haustaube
2. Die Ringeltaube
3. Die Lachtaube
4. Die Turteltaube

VI. Hühner

1. Der Truthahn oder Puter
2. Der Pfau
3. Das Haushuhn
4. Das Rebhuhn

The Teaching of German Conversation

VII. Laufvögel

1. Der Strauß
2. Der Kasuar
3. Der Emu
4. Der Schnepfenstrauß

VIII. Sumpfvögel

1. Der Kranich
2. Der Storch
3. Der Reiher
4. Der Ibis

IX. Seevögel

1. Die Möwe
2. Der Pelikan
3. Der Sturmvogel
4. Der Kiebitz

X. Standvögel

1. Der Sperling
2. Der Zaunkönig
3. Die Goldammer
4. Der Rabe

XI. Land-Zugvögel

1. Die Schwalbe
2. Die Amsel
3. Der Wiedehopf
4. Die Krähe

XII. Wasser-Zugvögel

1. Die wilde Gans
2. Die wilde Ente
3. Der Schwan
4. Der Flamingo

Pflanzenquartett

I. Waldblumen

1. Der zierliche Waldmeister
2. Die wilde Rose
3. Das blaue Immergrün
4. Der edle Enzian

II. Feldblumen

1. Die schädliche Kornrade
2. Die kriechende Ackerwinde
3. Die gelbe Butterblume
4. Die schöne Kornblume

III. Gartenblumen

1. Die herrliche Lilie
2. Die bunte Aster
3. Das reizende Stiefmütterchen
4. Die wohlriechende Nelke

IV. Arzneipflanzen

1. Das narkotische Bittersüß
2. Das isländische Moos
3. Die schmerzstillende Pfefferminze
4. Die aromatische Kamille

The Teaching of German Conversation

V. Giftpflanzen

1. Die gemeine Tollkirsche
2. Der tödliche Schierling
3. Der wahre Eisenhut
4. Der prächtige Mohn

VI. Ziersträucher

1. Der duftende Flieder
(Syringe)
2. Das bekannte Geißblatt
3. Der beliebte Schneeball-
strauch
4. Der kleinblütige Weißdorn

VII. Rußsträucher

1. Der stachelige Wacholder
2. Der nützliche Holunder-
strauch
3. Die biegsame Korbweide
4. Der medizinische Schlehen-
strauch

VIII. Beerenobst

1. Die gewürzige Erdbeere
2. Die rote Himbeere
3. Die schwarze Johannis-
beere
4. Die saftige Stachelbeere

IX. Waldbäume

1. Die starke Eiche
2. Die stattliche Buche
3. Die schattige Linde
4. Die hohe Tanne

X. Obstbäume

1. Der weitverbreitete Apfel-
baum
2. Der langlebige Birn-
baum
3. Der fruchtbare Kirschen-
baum
4. Der niedrige Aprikosen-
baum

XI. Getreide

1. Der Weizen
2. Der Roggen
3. Der Hafer
4. Die Gerste

XII. Gemüse

1. Der Spinat
2. Die Bohne
3. Die Erbse
4. Der Blumenkohl

Die Musik kommt

1. Klingling, bumbum und tchingdada,
Zieht im Triumph der Perserschah?
Und um die Ecke brausend bricht's
Wie Tubaton des Weltgerichts,
Voran der Schellenträger.

2. Brumbrum, das große Bombardon,
Der Beckenschlag, das Helikon,
Die Pikkolo, der Zinkenist,
Die Türkentrommel, der Flötist,
Und dann der Herr Hauptmann.

3. Der Hauptmann naht mit stolzem Sinn,
Die Schuppenfetten unterm Kinn,
Die Schärpe schnürt den schlanken Leib,
Beim Zeus! Das ist kein Zeitvertreib;
Und dann die Herren Leutnants.

4. Zwei Leutnants, rosenrot und braun,
Die Fahne schützen sie als Baum,
Die Fahne kommt, den Hut nimm ab,
Der sind wir treu bis an das Grab!
Und dann die Grenadiere.

5. Der Grenadier in strammem Tritt,
In Schritt und Tritt und Tritt und Schritt,
Das stampft und dröhnt und klappt und flirrt,
Laternenglas und Fenster flirrt,
Und dann die kleinen Mädchen.

The Teaching of German Conversation

6. Die Mädchen alle, Kopf an Kopf,
Das Auge blau und blond der Zopf,
Aus Tür und Tor und Hof und Haus
Schaut Mine, Trine, Stine aus ;
Vorbei ist die Musik.

7. Klingling, tschingtsching und Paukentrach,
Noch aus der Ferne tönt es schwach,
Ganz leise bumbumbum tsching ;
Zog da ein bunter Schmetterling,
Tschingtsching, bum, um die Ecke ?

The Teaching of German Conversation

Das zerbrochene Ringlein

Langsam.

Friedrich Gluck, 1814.



1. In ei = nem küh = len Brun = de, da geht ein Müh = len =



rad, mein' Lieb = ste ist ver = schun = den, die



dort ge = woh = net hat; mein' Lieb = ste ist ver =



schun = den, die dort ge = woh = net hat.

2. Sie hat mir Treu' versprochen, gab mir ein Ring dabei, sie hat die Treu' gebrochen, mein Ringlein sprang entzwei.

3. Ich möcht' als Spielmann reisen weit in die Welt hinaus, und singen meine Weisen, und gehn von Haus zu Haus.

4. Ich möcht' als Reiter fliegen wohl in die blut'ge Schlacht, um stille Feuer liegen im Feld bei dunkler Nacht.

5. Hör' ich das Mühlrad gehen: ich weiß nicht, was ich will — ich möcht' am liebsten sterben, da wär's auf einmal still!

Joseph von Eichendorff, 1810.

The Teaching of German Conversation

Lorelei

Langsam.

Friedrich Silcher, 1837-1839.



1. Ich weiß nicht, was soll es be=deu=ten, daß ich so trau=rig



bin; ein Mär=chen aus al=ten Zei=ten, daß



kommt mir nicht aus dem Sinn. Die Luft ist kühl und es



dun=felt, und ru=hig fließt der Rhein; der Gip=fel des Ber=ges



fun=felt im A=bend=son=nen=schein.

2. Die schönste Jungfrau sitzet dort oben wunderbar, ihr goldnes
Geschmeide blicket, sie kämmt ihr goldenes Haar. Sie kämmt es mit gol-
denem Kamme und singt ein Lied dabei; das hat eine wunderfame, ge-
waltige Melodei.

3. Den Schiffer im kleinen Schiffe ergreift es mit wildem Weh; er
schaut nicht die Felsenriffe, er schaut nur hinauf in die Höh'. Ich glaube,
die Wellen verschlingen am Ende Schiffer und Rahn; und das hat mit
ihrem Singen die Lorelei getan.

Heinrich Heine, 1822-1823.

The Teaching of German Conversation

Das Lied der Deutschen

(Original G-Dur.)
Langsam.

Joseph Haydn, 1797.



1. { Deutschland, Deutschland ü = ber al = leß, ü = ber
wenn es stets zu Schutz und Trut = ze brü = der =



al = leß in der Welt, } von der Maas bis an die
lich zu = sam = men = hält, }



Me = mel, von der Etsch bis an den Belt — Deutschland,



Deutschland ü = ber al = leß, ü = ber al = leß in der Welt!

2. Deutsche Frauen, deutsche Treue, deutscher Wein und deutscher Sang sollen in der Welt behalten ihren alten schönen Klang, uns zu edler Tat begeistern unser ganzes Leben lang — |: deutsche Frauen, deutsche Treue, deutscher Wein und deutscher Sang! :|

3. Einigkeit und Recht und Freiheit für das deutsche Vaterland! Danach laßt uns alle streben brüderlich mit Herz und Hand! Einigkeit und Recht und Freiheit sind des Glückes Unterpfand — |: Blüh' im Glanze dieses Glückes, blühe, deutsches Vaterland! :|

Hoffmann von Fallersleben, 1841.

The Teaching of German Conversation

Der Lindenbaum

Mäßig.

Franz Schubert, 1827.



1. Am Brun=nen vor dem Lo = re da steht ein Lin=den=



baum; ich träumt' in sei = nem Schat = ten so



man = chen fü = ßen Traum. Ich schnitt in sei = ne



Nin = de so man = ches lie = be Wort; es



zog in Freud' und Lei = de zu ihm mich im=mer=fort.

2. Ich muß' auch heute wandern vorbei in tiefer Nacht, da hab' ich noch im Dunkel die Augen zugemacht. Und seine Zweige rauschten, als riefen sie mir zu: Komm her zu mir, Geselle, hier findest du deine Ruh'!

3. Die kalten Winde bliesen mir grad ins Angesicht, der Hut flog mir vom Kopfe, ich wendete mich nicht. Nun bin ich manche Stunde entfernt von jenem Ort, und immer hör' ich's rauschen: Du fändest Ruhe dort!

Wilhelm Müller, 1822.

Der Wirtin Töchterlein

Sehr mäßig.

Volksweise.



1. Es zo = gen drei Bur = schen wohl ü = ber den



Rhein, bei ei = ner Frau Wir = tin, da fehr = ten sie



ein, bei ei = ner Frau Wir = tin, da fehr = ten sie ein.

2. „Frau Wirtin, hat Sie gut Bier und Wein? |: Wo hat Sie ihr schönes Töchterlein?“ :|

3. „Mein Bier und Wein ist frisch und klar. |: Mein Töchterlein liegt auf der Totenbahr.“ :|

4. Und als sie traten zur Kammer hinein, |: da lag sie in einem schwarzen Schrein. :|

5. Der erste, der schlug den Schleier zurück |: und schaute sie an mit traurigem Blick: :|

6. „Ach, lebstest du noch, du schöne Maid! |: Ich würde dich lieben von dieser Zeit.“ :|

7. Der zweite deckte den Schleier zu |: und kehrte sich ab und weinte dazu: :|

8. „Ach, daß du liegst auf der Totenbahr'! |: Ich hab' dich geliebet so manches Jahr.“ :|

9. Der dritte hub ihn wieder sogleich |: und küßte sie auf den Mund so bleich: :|

10. „Dich lieb' ich immer, dich lieb' ich noch heut |: und werde dich lieben in Ewigkeit.“ :|

Ludwig Uhland, 1809.

The Teaching of German Conversation

Abſchied

Mäßig.

Voltsweise.



1. { Muß i denn, muß i denn zum Städ = te = le 'naus,
 { Wenn i komm', wenn i komm', wenn i wie = drum komm',



Städ = te = le 'naus und du, mein Schatz, bleibst hier?
wie = drum komm', fehr' i ein, mein Schatz, bei dir.



Kann i gleich net all = weil bei dir sein, han i



doch mein' Freud' an dir; wenn i komm', wenn i komm', wenn i



wiedrum komm', wiedrum komm', fehr' i ein, mein Schatz, bei dir.

2. Wie du weinst, wie du weinst, daß i wandere muß, wie wenn d' Lieb' jekt wär' vorbei. Sind au drauß, sind au drauß der Mädele viel, lieber Schatz, i bleib' dir treu. Denk' du net, wenn i en andere seh', no sei mein' Lieb' vorbei; sind au drauß usw.

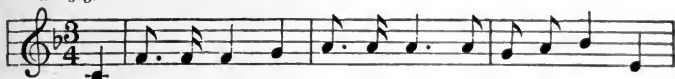
3. Übers Jahr, übers Jahr, wenn me Träubele schneidt, stell' i hier mi wiedrum ein; bin i dann, bin i dann dein Schätzele noch, so soll die Hochzeit sein. Übers Jahr, da ist mein' Zeit vorbei, da g'hör' i mein und dein; bin i dann usw.

Volkslied.

The Teaching of German Conversation

Der Tannenbaum

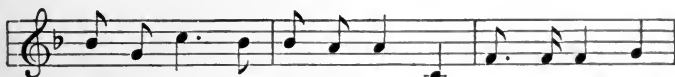
Mäßig.



1. O Tan-nen=baum, O Tan-nen=baum, wie treu find dei = ne



Blät = ter! Du grünst nicht nur zur Som-mer=zeit, nein,



auch im Win = ter, wenn es schneit. O Tan = nen=baum, O



Tan = nen=baum, wie treu find dei = ne Blät = ter!

2. O Mägdelein, o Mägdelein, wie falsch ist de'n Gemüte! Du schwurst mir Treu' in meinem Glück, nun arm ich bin, gehst du zurück! O Mägdelein, o Mägdelein, wie falsch ist dein Gemüte!

3. Die Nachtigall, die Nachtigall nahmst du dir zum Exempel! Sie bleibt solange der Sommer lacht, im Herbst sie sich von dannen macht: Die Nachtigall, die Nachtigall nahmst du dir zum Exempel!

4. Der Bach im Tal, der Bach im Tal ist deiner Falschheit Spiegel! Er strömt allein, wenn Regen fließt, bei Dürre' er bald den Quell verschließt: Der Bach im Tal, der Bach im Tal ist deiner Falschheit Spiegel!

VOCABULARY

der Aal (-e) eel	bunt <i>adj.</i> gay-colored, variegated
die Ackerwinde (-n) bindweed	die Butte (-n) flounder
der Adler (-) eagle	die Butterblume (-n) buttercup
der Affe (-n) monkey, ape	der Dachs (-e) badger
die Affenart (-en) ape and monkey kind	daß Damwild fallow deer
die Amsel (-n) ousel, blackbird	der Distelfink (-en) goldfinch
der Apfelbaum ("e) apple-tree	die Drossel (-n) thrush
der Apriko'senbaum ("e) apricot- tree	duftend <i>adj.</i> fragrant
aroma'tisch <i>adj.</i> aromatic	die Ebene (-n) plain
die Arznei'pflanze (-n) medicinal plant	edel <i>adj.</i> noble
die Aster (-n) aster	die Eiche (-n) oak
die Auster (-n) oyster	daß Eichhörnchen (-) squirrel
die Bachforelle (-n) brook trout	der Eisbär (-en) polar bear
der Bär (-en) bear	der Eishut ("e) monkshood, aconite
daß Beerenobst berries	der Elefant' (-en) elephant
bekannt' <i>adj.</i> familiar, well-known	daß E'lentier [<i>second e not obscure</i>] (-e) elk (= American moose, not American "elk")
beliebt' <i>adj.</i> popular	die Elster (-n) magpie
der Berg (-e) mountain	der Emu (-s) emu
der Biber (-) beaver	die Ente (-n) duck
biegsam <i>adj.</i> pliant, flexible	der En'ziān (-e) gentian
der Birnbaum ("e) pear-tree	die Erbse (-n) pea
daß Bitterjüß (-e) bitter-sweet	die Erdbeere (-n) strawberry
blau <i>adj.</i> blue	der Esel (-) donkey
der Blumenkohl cauliflower	die Eule (-n) owl
die Bohne (-n) bean	der Falke (-n) falcon
die Buche (-n) beech	die Feldblume (-n) field flower

Vocabulary

der Finte (-n) finch	der Hase (-n) hare
die Fischotter (-n) otter	das Haushuhn (^{er}) domestic fowl
der Flamin'go [<i>sound the g</i>] (-s) flamingo	die Haustaube (-n) domestic pigeon
die Fledermaus (^e) bat	der Hecht (-e) pike
der Flieder (-) lilac	heißen (ie, ie) <i>intr.</i> the name of . . . is
der Frosch (^e) frog	der Hering (-e) herring
fruchtbar <i>adj.</i> fruitful	das (<i>beast</i>) or der (<i>fur</i>) Hermelin' (-e) ermine, stoat
der Fuchs (^e) fox	herrlich <i>adj.</i> splendid
die Gans (^e) goose	die Himbeere (-n) raspberry
die Gartenblume (-n) garden flower	die Hirschhart (-en) deer kind
der Geier (-) vulture	hoch (höher, am höchsten) high, tall
das Geißblatt (^{er}) honeysuckle	der Holun'derstrauch (^e or ^{er}) elder
gelb <i>adj.</i> yellow	das Huhn (^{er}) fowl, hen, bird of the hen type
gemein' <i>adj.</i> common	die Hummer (-n) lobster
die Gemse (-n) chamois	der Hund (-e) dog
das Gemü'se (-) vegetable, vege- tables	die Hundear't (-en) dog kind
die Gerste barley	der Ibis (-e) ibis
das Getrei'de (-) grain, cereals	der Igel (-) hedgehog
gewür'zig <i>adj.</i> spicy	der Iltis (-e) polecat (not skunk, but a dry-land mink)
die Giftpflanze (-n) poisonous plant	das Immergrün (-e) periwinkle
die Giraf'fe (-n) giraffe	der Insekt'enfresser(-) insect-eater, insectivorous beast
die Goldammer (-n) yellow- hammer	is'ländisch <i>adj.</i> Iceland-, Icelandic
groß <i>adj.</i> (größer, am größten) large	der Ja'guar (-e) jaguar
der Hafer oats	der Jak (-s) yak
der Haifisch (-e) shark	die Johan'nisbeere (-n) currant
der Hamster (-) hamster (practi- cally a good-sized gopher)	der Ka'beljau (-e or -s) codfish
	der Ka'tadu (-s) cockatoo

Vocabulary

- das Kalb (^{er}) calf
 das Kamēl' (-e) camel
 die Kamil'le (-n) camomile
 der Kana'rienvogel [*sound i and e separately*] (ⁿ) canary bird
 das Kanin'chen (-) rabbit
 der Karpfen (-) carp
 der Kasuar' (-e) cassowary
 die Katze (-n) cat
 die Katzenart (-en) cat kind
 das Käuzchen (-) little barn-owl
 der Kiebitz (-e) pewit, plover
 der Kirschenbaum (^e) cherry-tree
 klein *adj.* small
 kleinblütig *adj.* small-blossomed
 der Klettervogel (ⁿ) climber
 der Ko'libri (-s) humming-bird
 der Kon'dor (-e) condor
 die Korbweide (-n) basket-willow,
 osier
 die Kornblume (-n) corn-flower,
 blue-bottle, bachelor's-button
 die Kornrade (-n) corn-cockle
 die Krähe (-n) crow
 der Kranich (-e) crane
 der Krebs (-e) crab
 kriechen (o,v) *intr.* creep
 das Krokodil' (-e) crocodile
 der Kuckuck (-e) cuckoo
 die Kuh (^e) cow
 die Lachtaube (-n) collared dove,
 Barbary dove
 das Land (^{er}) land
 langlebig *adj.* long-lived
 der Laufvogel (ⁿ) running bird,
 bird of the ostrich type
 der Leopard' (-e or -en) leopard
 die Lerche (-n) lark
 die Libel'le (-n) dragon-fly
 die Lilie [*sound i and e separately*]
 (-n) lily
 die Linde (-n) linden
 der Löwe (-n) lion
 der Luchs (-e) lynx
 die Luft (^e) air
 der Mä'got (-e) Barbary ape,
 Gibraltar monkey
 der Maifisch (-e) shad
 der Marder (-) marten
 das Maultier (-e) mule
 der Maulwurf (^e) mole
 die Maus (^e) mouse
 medizi'nisch *adj.* medicinal, medical
 das Meerschwein (-e) porpoise
 die Meise (-n) titmouse, tomtit
 der Mohn (-e) poppy, poppies
 das Moos (-e) moss
 die Möwe (-n) gull
 das Murmeltier (-e) marmot (Eu-
 ropean woodchuck)
 die Nacht (^e) night
 die Nachtigall (-en) nightingale
 das Nagetier (-e) rodent
 narke'tisch *adj.* narcotic
 die Nelke (-n) pink
 niedrig *adj.* low, lowly

Vocabulary

das Nilpferd (-e) hippopotamus	das Rotkehlchen (-) robin redbreast
nützlich <i>adj.</i> useful	saftig <i>adj.</i> juicy
der Nutzstrauch (^{ne} or ^{ner}) useful shrub	der Salm (-e) salmon
der Obstbaum (^{ne}) fruit-tree	die Sardel'le (-n) anchovy
der Ochs (-en) ox	das Säugetier (-e) mammal
der Panther (-) panther, leopard (not the American "panther")	schädlich <i>adj.</i> noxious
der Papagei' (-en) parrot	das Schaf (-e) sheep
der Pa'viān (-e) baboon	schattig <i>adj.</i> shady
der Pelikān' (-e) pelican	der Schellfisch (-e) haddock
der Pelz (-e) fur	der Schierling (-e) hemlock (not the tree)
der Pfau (-en) peacock	die Schildkröte (-n) turtle, tortoise
die Pfeffermin'ze peppermint	der Schimpan'se (-n) chimpanzee
das Pferd (-e) horse	der Schlehenstrauch (^{ne} or ^{ner}) sloe-tree, blackthorn
die Pferdeart (-en) horse kind	die Schleier-Gule (-n) white owl
die Pflanze (-n) plant	schmerzstillend <i>adj.</i> pain-relieving
prächtigt <i>adj.</i> splendid, magnificent	der Schneeballstrauch (^{ne} or ^{ner}) guelder-rose, snowball-tree
der Puter (-) turkey	der Schneepfienstrauch (-e, also -en) apteryx
der Rabe (-n) raven	schön <i>adj.</i> beautiful
die Ratte (-n) rat	die Schwalbe (-n) swallow
der Raubvogel (ⁿ) bird of prey	der Schwan (^{ne}) swan
das Rebhuhn (^{ner}) partridge	schwarz <i>adj.</i> black
das Reh (-e) roe (very small deer)	der Seehund (-e) seal
der Reiher (-) heron	der Seevogel (ⁿ) sea-bird
reizend <i>adj.</i> charming	der Singvogel (ⁿ) singing bird
das Renttier (-e) reindeer	der Specht (-e) woodpecker
das Rhino'zeros (-se) rhinoceros	der Sperling (-e) sparrow
die Ringeltaube (-n) ring-dove, cushat	der Spināt' spinach
der Roggen rye	der Spinnenaaffe (-n) spider-monkey
die Rose (-n) rose	die Spitzmaus (^{ne}) shrew
rot <i>adj.</i> red	

Vocabulary

die Stachelbeere (-n) gooseberry
 stachelig *adj.* thorny, prickly
 der Standvogel (ⁿ) sedentary bird,
 non-migratory bird
 der Star (-e) starling
 stark *adj.* strong
 stattlich *adj.* goodly, handsome
 daß Stiefmütterchen (-) pansy
 der Storch (ⁿ) stork
 der Strauß (-e, also -en) ostrich
 der Sturmvogel (ⁿ) stormy petrel
 der Sumpfvogel (ⁿ) marsh bird,
 wader, wading bird
 die Syrin'ge [*do not sound the g*]
 (-n) lilac (not our "syringa")
 der Tag (-e) day
 die Tanne (-n) fir
 der Ta'pir (-e) tapir
 die Taube (-n) pigeon, dove
 daß Tier (-e) beast
 der Tiger (-) tiger
 tödlich *adj.* deadly
 die Tollkirsche (-n) belladonna,
 deadly nightshade
 der Truthahn (ⁿ) turkey
 die Turkeltaube (-n) turtle-dove
 der Uhu (-e) horned owl
 der Vielfraß (-e) glutton, wolverene
 der Vogel (ⁿ) bird
 der Wachol'der (-) juniper
 wahr *adj.* true

der Waldbaum (ⁿ) forest tree
 die Waldblume (-n) wood flower
 der Waldmeister (-) sweet-scented
 woodruff
 die Wald-Ohreule (-n) eagle-owl
 der Walfisch (-e) whale
 daß Wasser (-) water
 der Weihe (-n) kite
 der Weißdorn (-en) hawthorn
 weitverbreitet *adj.* widely distrib-
 uted
 der Weizen wheat
 der Wiedehopf (-e) hoopoe
 der Wiederkäuer (-) ruminant
 die Wieselart (-en) weasel kind
 wild wild
 daß Windspiel (-e) greyhound
 der Wisent (-e) bison, aurochs
 (not the Auerochß of ancient and
 medieval Germany)
 wohlriechend sweet-smelling
 der Wolf (ⁿ) wolf
 der Zaunkönig (-e) wren
 daß Zebra (-s) zebra
 die Ziege (-n) goat
 zierlich *adj.* pretty
 der Zierstrauch (ⁿ or ⁿer) ornamen-
 tal shrub
 der Zobel (-) sable
 der Zugvogel (ⁿ) bird of passage,
 migratory bird

International Modern Language Series

German Texts for High School and College Reading



Auerbach Brigitta (1st or 2d year)

With Introduction, Notes, Exercises, and Complete Vocabulary

Edited by J. HOWARD GORE, of The George Washington University. 16mo, semiflexible cloth, viii + 165 pages, 40 cents.

"Love Your Enemy" is the motto of this charmingly simple tale of Swabian life. Narrated by the heroine herself, the story is entirely free from difficulties of structure or diction, and thus presents admirable material for early reading or sight translation.

Baumbach Der Schwiegersohn (2d or 3d year)

With Introduction, Notes, Exercises, and Vocabulary

Edited by HEDWIG HULME. 16mo, semiflexible cloth, xi + 186 pages, 40 cents.

A TALE of life in the small German town, full of simple and homely humor. It reproduces in an interesting and readable manner certain salient features of the social relation of the middle classes.

Baumbach Märchen und Gedichte (2d or 3d year)

With Introduction, Notes, Vocabulary, and Exercises with Fragen

Edited by EDWARD MANLEY, Instructor in the Modern Languages in the Englewood High School, Chicago, Ill. 16mo, semiflexible cloth, xiii + 209 pages, 45 cents.

THE tales are "Ranunculus," "Warum die Grossmutter nicht schreiben kann," "Schleierweiss," "Der Kobold im Keller," "Das Wasser der Jugend," "Zirbel," "Weihnachtszauber," and a selection from the novel "Die Nonna." The verse represents the best of Baumbach's poems and songs. The book is rich in local color and the spirit of romance.

Bernhardt Krieg und Frieden (1st or 2d year)

With Introduction and Notes

Edited by WILHELM BERNHARDT, late Director of German in the High Schools of Washington, D.C. 16mo, semiflexible cloth, ix + 120 pages, with portrait, 35 cents.

A COLLECTION of three interesting stories — "Mutterliebe," by Emil Frommel, "Der Sohn der Puszt," by "Villamaria," and "Publius," by

German Texts for High Schools and Colleges

Hans Hoffmann — which give an instructive panorama of peoples and places, countries and customs, in the north and south during the Napoleonic wars, the Hungarian rebellion, and the Franco-German War.

Carruth German Reader (1st or 2d year)

With Notes and Vocabulary

Edited by WILLIAM HERBERT CARRUTH, Professor of the Germanic Languages and Literatures in the University of Kansas. 16mo, semiflexible cloth, 282 pages, 50 cents.

CARRUTH'S "German Reader" is a compilation of attractive excerpts available elsewhere only in several separate books. There are prose selections from Grimm, Andersen, Niebuhr, Benedix, Hauff, and Zschokke, and thirty-six poems from Goethe, Schiller, Heine, Körner, Uhland, and others. Exercises based on the text are included.

Collmann Easy German Poetry for Beginners

(1st or 2d year)

With Notes and Vocabulary

Edited by CHESTER WILLIAM COLLMANN, Principal of the Cedarburg, Wisconsin, Public Schools. 16mo, cloth, x + 140 pages, 40 cents.

OVER sixty short poems selected from the rich field of German lyric poetry for their literary excellence and their popularity in the fatherland. Uhland, Heine, Goethe, Schiller, Rückert, Baumbach, Chamisso, Scheffel, Kerner, and Bürger are some of the poets represented.

Dippold Scientific German Reader (Revised Edition)

(2d or 3d year)

With Copious Notes

Edited by G. THEODORE DIPPOLD, recently Professor of the Modern Languages in the Massachusetts Institute of Technology. 16mo, semiflexible cloth, liii + 274 pages, illustrated, 75 cents.

A BOOK for students of science or for those who are looking forward to scientific study. The readings include discussions of chemistry, physics, anthropology, and kindred subjects, based upon the latest publications of German scientists.

Du Bois-Reymond Wissenschaftliche Vorträge

(3d or 4th year)

With Introduction and Notes

Edited by J. HOWARD GORE, of The George Washington University. 16mo, semiflexible cloth, vii + 112 pages, 40 cents.

German Texts for High Schools and Colleges

THREE lectures—Tierische Bewegung, Über die Grenzen des Naturerkennens, and Die sieben Welträtsel—by the greatest of all German scientists. They are admirably adapted to introduce the student to the best technical and scientific German.

Eckstein Der Besuch im Karzer, and Wildenbruch Das edle Blut (1st or 2d year)

With Notes, Vocabulary, and Repetitional Exercises

Edited by HERBERT CHARLES SANBORN, Vanderbilt University, Nashville, Tenn. 16mo, semiflexible cloth, xi + 239 pages, illustrated, 50 cents.

Two stories, very popular in Germany, illustrating German life in the schools. "Der Besuch im Karzer" takes place at the classical gymnasium; "Das edle Blut" has its setting in the military school, corresponding somewhat to our academies at West Point and Annapolis.

Ernst Flachsmann als Erzieher (2d or 3d year)

With Introduction, Notes, and Vocabulary

Edited by ELIZABETH KINGSBURY, Teacher of German, State Normal School, Wayne, Nebr. 16mo, semiflexible cloth, 190 pages, with portrait, 40 cents.

A FAVORITE German comedy portraying common-school life with a keen, psychological insight, deep feeling, and delightful humor. The language is conversational throughout and offers excellent drill in idioms of everyday speech.

The notes elucidate the historical, biographical, provincial, and idiomatic expressions as well as the more difficult points in grammar.

Ford Elementary German for Sight Translation (1st or 2d year)

By RICHARD CLYDE FORD, Professor of French and German in the Michigan State Normal College, Ypsilanti. 16mo, semiflexible cloth, 43 pages, 25 cents.

THESE exercises afford the student suitable material for practice in sight reading.

Fossler Practical German Conversation (2d or 3d year)

With Introduction, Notes, and Vocabulary

By LAURENCE FOSSLER, Professor of the Germanic Languages and Literatures in the University of Nebraska. 16mo, semiflexible cloth, 255 pages, 60 cents.

A SERIES of twenty exercises with corresponding and alternating vocabulary studies. The text of the exercises is made up of simple, idiomatic, and interesting discussions of a wide variety of subjects.

German Texts for High Schools and Colleges

Frenssen Gravelotte (3d or 4th year)

Chapter XIV of Gustav Frenssen's "Jörn Uhl"

With Introduction, Notes, and Vocabulary

Edited by OTTO HELLER, Professor of the German Language and Literature in Washington University, St. Louis, Mo. 16mo, semiflexible cloth, xx + 67 pages, with portrait, 25 cents.

THIS portion of "Jörn Uhl" — the chapter which shows the principal figure of the novel taking an active part in the battle of Gravelotte — may be ranked with the most thrilling pictures contained in the world's literature.

Freytag Die Journalisten (3d year)

With Brief Biographical Introduction, Notes, Exercises, and Complete Vocabulary

Edited by LEIGH R. GREGOR, late Associate Professor of Modern Languages in McGill University, Montreal, Canada. 16mo, semiflexible cloth, xv + 231 pages, with portrait, 45 cents.

"Die Journalisten" is the best comedy which Germany has produced since "Minna von Barnhelm." It gives a picture of German political and social life about 1850, which in the main is true of the Germany of to-day.

Freytag Doktor Luther (2d or 3d year)

With Introduction and Notes

Edited by FRANK P. GOODRICH, Professor of European History in Williams College. 16mo, semiflexible cloth, xv + 177 pages, with portrait, 45 cents.

ONE of the best brief accounts of Luther's life and activity. It comprises the first four chapters (revised) of Freytag's "Bilder aus der deutschen Vergangenheit."

Freytag Soll und Haben (2d or 3d year)

With Notes

Edited by IDA W. BULTMANN. 16mo, semiflexible cloth, 220 pages, with portrait, 50 cents.

"Soll und Haben" — recognized as one of the best of modern novels — presents contrasted pictures of life in the aristocratic and bourgeois classes of German society. It has been somewhat abridged to bring the contents within the range of the classroom.

Fulda Das verlorene Paradies (3d or 4th year)

With Introduction, Notes, and Vocabulary

Edited by PAUL H. GRUMMANN, Professor of Modern Germanic Literature in the University of Nebraska. 16mo, semiflexible cloth, xiii + 194 pages, with portrait, 45 cents.

German Texts for High Schools and Colleges

"Das verlorene Paradies," a drama in three acts, offers a vivid portrayal of the political and social conflicts of modern German life. It is admirably adapted to introduce the student to German literature of the present day.

Fulda Der Talisman (2d or 3d year)

With Introduction, Vocabulary, and Notes

Edited by OTTO MANTHEY-ZORN, Associate Professor of German in Amherst College. 16mo, semiflexible cloth, xxiv + 239 pages, 45 cents.

A POETIC satirical drama full of delightful humor, ridiculing the theory of the "divine right of kings" as illustrated by Kaiser Wilhelm, and voicing the indignation of the Prussian court at the fall of their hero, Bismarck. Although founded upon a fairy tale, "Der Talisman" depicts real people.

Gerstäcker Germelshausen (1st or 2d year)

With Introduction, Notes, Exercises, and Vocabulary

Edited by GRIFFIN M. LOVELACE, recently Instructor in the Modern Languages in the Louisville (Ky.) Male High School. 16mo, semiflexible cloth, xiii + 107 pages, with portrait, 30 cents.

THIS tale, the theme of which is to be found in medieval legend, is given a treatment wholly Gerstäcker's own. It is thoroughly German in spirit, sentiment, and local color, and is an excellent example of simple narrative and colloquy.

The notes furnish an inductive study of some of the most important points in elementary syntax. The vocabulary supplies a marking of vowels and accents sufficiently thorough to guide the beginner. The text is that of Costenoble (Jena).

Goethe Egmont (2d or 3d year)

With Introduction and Notes

Edited by MAX WINKLER, Professor of the Germanic Languages and Literatures in the University of Michigan. 16mo, semiflexible cloth, li + 276 pages, with portrait, 60 cents.

THIS edition has been prepared largely with reference to the needs of college students who have sufficiently mastered the principles of the German language to be able to read this drama as a classic.

The text of the play is accompanied by Schiller's two essays on Egmont. Historical notes supplement Schiller's work and add to the historical and literary value of the textbook.

German Texts for High Schools and Colleges

Goethe Götz von Berlichingen mit der eisernen Hand

With Introduction, Notes, Map, and Appendix of Illustrative Material

Edited by J. A. C. HILDNER, Junior Professor of German in the University of Michigan. 16mo, semiflexible cloth, xcvi + 225 pages, illustrated, 80 cents.

THIS drama has been edited for students who have had two years of German in the university, and for advance classes of high schools. An adequate introduction describes Goethe's work upon the play and his preparation for the writing of it; the part Herder plays in the development of the young Goethe; the relation of the principal source, the "Lebensbeschreibung," to the play; the influence borne upon it by Shakespeare, Ossian, etc.; the controlling ideas and aims of the drama and its effect upon the German, French, and English literatures.

Goethe Hermann und Dorothea (2d or 3d year)

With Introduction, Notes, Exercises, and Vocabulary

Edited by PHILIP SCHUYLER ALLEN, Assistant Professor of German Literature in The University of Chicago. 16mo, semiflexible cloth, xlvii + 257 pages, illustrated, 60 cents.

"Hermann und Dorothea" marks the full maturity of Goethe's creative artistic power. This new edition of the famous masterpiece has been prepared with a view to its use in advanced high-school work as well as by college classes. German questions on the text, for the use of classes in which German is the medium of expression, are provided.

The book is rendered unusually attractive to teachers and students by the numerous illustrations from pen-and-ink sketches by Sears Gallagher.

Goethe Iphigenie auf Tauris (3d or 4th year)

With Introduction, Notes, Repetitional Exercises, and Vocabulary

Edited by PHILIP SCHUYLER ALLEN, Assistant Professor of German Literature in The University of Chicago. 16mo, semiflexible cloth, xlii + 218 pages, with portrait, 60 cents.

AN edition which aims to bring this masterpiece as close as possible to the young American student, without destroying its beauty. The introduction makes clear the sources of the plot and the place occupied by the drama in the life of Goethe and contemporary Germany. The notes not only deal with the syntactical and linguistic difficulties of the text, but present as well the parallel passages and ideals which occur in the older versions of the legend. The repetitional exercises are designed to develop for the student the content and the underlying meaning of the whole.

German Texts for High Schools and Colleges

Goethe Torquato Tasso (3d or 4th year)

With Introduction, Notes, and Vocabulary

Edited by JOHN FIRMAN COAR, Professor of the German Language and Literature in Adelphi College, Brooklyn, N.Y. 16mo, semiflexible cloth, lv + 327 pages, with portrait, 80 cents.

"Tasso" offers the best opportunity, with the exception of "Faust," for the study of the evolution of Goethe's intellectual life, and in this edition the drama is interpreted mainly as a record of this evolution. The various phases of Goethe's so-called "individualism" are discussed in the introduction, with some reference to their relation to German society and to our American democracy.

Grandgent German and English Sounds (1st or 2d year)

By C. H. GRANDGENT, Professor of the Romance Languages in Harvard University. 12mo, cloth, 42 pages, illustrated, 50 cents.

THIS book is designed for the student of phonology and the teacher of German who is not of German birth. It includes drawings illustrating the position of the tongue, palate, and lips in the production of German and American-English vowels and the most important consonants. These drawings have been reproduced on transparent paper so that the difference between any two outlines can be ascertained by laying one cut upon the other.

Grillparzer Sappho (2d or 3d year)

With Introduction and Notes

Edited by CHILES CLIFTON FERRELL, recently Professor of the Modern Languages in the University of Mississippi. 16mo, semiflexible cloth, xxxiii + 143 pages, with portrait, 45 cents.

GRILLPARZER'S fundamental thought is the conflict between art and life, and upon this theme he has built a drama strongly written, thoroughly German in spirit, and remarkably free from the sensationalism that characterizes the works of his contemporaries.

Hauff Tales (1st or 2d year)

With Introduction, Notes, and Vocabulary

Edited by CHARLES B. GOOLD, Instructor in French and Greek in the Albany Academy, Albany, N.Y. 16mo, semiflexible cloth, xii + 200 pages, 50 cents.

THREE tales from "Das Wirtshaus im Spessart," which picture the romantic splendor of feudal times and the gallant knights and charming maids of the days of chivalry. These tales are "Die Sage vom Hirschgulden," "Die Höhle von Steenfol," and "Said's Schicksale."

German Texts for High Schools and Colleges

Heine Die Harzreise (2d or 3d year)

With Introduction, Notes, and some of Heine's Best Known Poems

Edited by LEIGH R. GREGOR, late Associate Professor of the Modern Languages in McGill University, Montreal, Canada. 16mo, semiflexible cloth, xxix + 183 pages, with portrait, 40 cents.

"Die Harzreise" gives occasion for the discussion of religious liberty, student life, character, contemporary authors, tendencies of the stage, and political reform. It contains, besides, romantic dream pictures, beautiful descriptions and impersonations of nature, and an inexhaustible supply of wit.

Heine Poems (3d or 4th year)

With Introduction and Notes

Selected and edited by CARL E. EGGERT, Assistant Professor of German in the University of Michigan. 16mo, semiflexible cloth, lxxix + 233 pages, with portrait, 60 cents.

AN authoritative text of one hundred and sixty-three of Heine's best lyrical poems. A short biography, based upon the main facts of Heine's life, has been included.

Heyse Anfang und Ende

With Notes, Vocabulary, Questions, and Exercises

Edited by A. BUSSE, Associate Professor of German, Ohio State University. 16mo, cloth, viii + 119 pages, 35 cents.

A STORY typical of modern German romanticism, full of charming sentiment, in which all ends happily after a period of sorrow and true love crossed.

Heyse L'Arrabbiata

With Introduction, Notes, Exercises, and Vocabulary

Edited by STEVEN T. BYINGTON. 16mo, semiflexible cloth, xii + 82 pages, 30 cents.

THE best story of Paul Heyse, the foremost German writer of short stories. The scene is laid in Capri in the Bay of Naples. This edition is planned especially to exercise the student in producing the best possible English translation.

Hillern Höher als die Kirche (1st or 2d year)

With Introduction, Notes, Exercises, and Vocabulary

Edited by CLARENCE WILLIS EASTMAN, Professor of German Literature in Amherst College, Amherst, Mass. 16mo, semiflexible cloth, x + 107 pages, 30 cents.

German Texts for High Schools and Colleges

A SIMPLE tale of the struggles of a young artist of the sixteenth century, with its background furnished by the Renaissance and the Reformation and such characters as Emperor Maximilian and Albrecht Dürer.

The editor has provided carefully graded composition exercises based upon the text, and particular attention has been given to systematic drill on such difficulties as word order and the modal auxiliaries. The introduction lays stress on the historical background of the story.

Keller Dietegen (2d or 3d year)

With Introduction and Notes

Edited by GUSTAV GRUENER, Professor of German in Yale University. 16mo, semi-flexible cloth, vi + 75 pages, 25 cents.

IN his versatility in the creation of new plots and types, his wonderful delineation of human nature, his power of clear description, and his simple, agreeable style, Keller has been called "a Shakespeare of the novel." "Dietegen," one of the best of his shorter works, shows all the excellences and peculiarities of the author's style. It is a simple village tale with its scene laid in an imaginary Swiss town. The development of the heroine from an imperious little tyrant to a sweet, unselfish woman furnishes the thread of the narrative.

Kleist Prinz Friedrich von Homburg (2d or 3d year)

With Introduction, Notes, and Bibliography

Edited by JOHN SCHOLTE NOLLEN, President of Lake Forest College, Lake Forest, Ill. 16mo, semiflexible cloth, lxxii + 172 pages, 50 cents.

BOTH because of its historical position and because of its intrinsic excellence, this work is one of the foremost German dramas since the death of Schiller. A very complete biography of the dramatist gives an adequate background for the study of his writings. The notes and introduction are largely literary and critical.

Lessing Emilia Galotti (3d or 4th year)

With Introduction and Notes

Edited by MAX POLL, Professor of the Germanic Languages in the University of Cincinnati. 16mo, semiflexible cloth, xlvi + 131 pages, 50 cents.

"Emilia Galotti" is one of Lessing's greatest works and the first real tragedy in German literature. The style is clear and the language is not difficult. The very full introduction of this edition gives much helpful information about the sources of the play, the history of its conception and composition, its structure, and its influence upon German dramatic literature.

German Texts for High Schools and Colleges

Lessing Minna von Barnhelm, oder Das Soldatenglück

(2d or 3d year)

With Introduction, Notes, and Vocabulary

Edited by RICHARD ALEXANDER VON MINCKWITZ, late Teacher in the De Witt Clinton High School, New York City, and ANNE CROMBIE WILDER, Teacher of Latin and Greek in the Westport High School, Kansas City, Mo. 16mo, semiflexible cloth, xviii + 218 pages, 45 cents.

"Minna von Barnhelm" is the expression of the rejuvenated nationality of the period of Frederick the Great. The truth with which the comedy portrays the life of the times, and the conciseness, clearness, and refinement of Lessing's style, make it especially adapted for second- or third-year study.

Luther Deutschen Schriften, Auswahl aus (3d or 4th year)

With Introduction and Notes

Edited by WILLIAM HERBERT CARRUTH, Professor of the Germanic Languages and Literatures in the University of Kansas. 16mo, semiflexible cloth, lxxxii + 362 pages, 80 cents.

THE present edition gives enough of each of Martin Luther's greatest works to outline the whole body of his writings. The selections are, so far as possible, those which have literary or historical value, and offer sound material for the study of Luther's style, vocabulary, syntax, and phonology.

Manley and Allen Four German Comedies (2d or 3d year)

With Notes, Vocabulary, and Repetitional Exercises

Edited by EDWARD MANLEY, Instructor in the Modern Languages in the Englewood High School, Chicago, and PHILIP SCHUYLER ALLEN, Assistant Professor of German Literature in The University of Chicago. 16mo, semiflexible cloth, 210 pages, 45 cents.

THESE thoroughly modern German comedies are of just the lively, colloquial sort to make an instant appeal. They comprise Rosen's "Ein Knopf," Moser's "Ein amerikanisches Duell," Müller's "Im Wartesalon erster Klasse," and Pohl's "Die Schulreiterin." In a number of American schools they have been successfully staged by the students of German.

Meyer Der Schuss von der Kanzel (2d or 3d year)

With Introduction, Notes, Exercises, and Vocabulary

Edited by MARTIN H. HAERTEL, Instructor in German in the University of Wisconsin. 16mo, semiflexible cloth, xiii + 141 pages, with portrait, 35 cents.

A CLEAN, interesting realistic story of the best type. The climax is reached when a pleasure-loving parson inadvertently shoots off a pistol

German Texts for High Schools and Colleges

while preaching a sermon on peace from his pulpit. The author is considered one of the greatest German story-tellers of the last century.

Minckwitz and Unwerth Edelsteine (1st year)

With Introduction, Notes, and Vocabulary

Edited by RICHARD ALEXANDER VON MINCKWITZ, late Teacher in the De Witt Clinton High School, New York City, and FRIDA VON UNWERTH. 16mo, semiflexible cloth, xiii + 133 pages, with portrait, 35 cents.

THESE stories — Baumbach's "Bruder Klaus und die treuen Tiere," "Der Eselsbrunnen," "Der Fiedelbogen des Neck," and "Die Siebenmeilenstiefel"; Volkmann-Leander's "Die Rumpelkammer"; and Seidel's "Der gute alte Onkel" — are examples of the best modern German prose.

Mörike Mozart auf der Reise nach Prag (3d or 4th year)

With Introduction and Notes

Edited by CLYDE C. GLASCOCK, Assistant Professor of German, Sheffield Scientific School, Yale University. [In press]

BESIDES this classic short story, the present edition contains the best of Mörike's poetry.

Mueller Deutsche Gedichte (1st or 2d year)

Selected and arranged by HERMANN MUELLER. 16mo, semiflexible cloth, xii + 71 pages, 40 cents.

AN excellent collection of the simpler short poems, arranged in the best order for committing to memory. Chamisso, Goethe, Hauff, Heine, Hoffmann, Schiller, and Uhland are among the authors.

Müller Deutsche Liebe (2d or 3d year)

With Introduction, Notes, and Vocabulary

Edited by JAMES CHAPMAN JOHNSTON, Principal of High School, Harrisonburg, Va. 16mo, semiflexible cloth, xx + 185 pages, with portrait, 45 cents.

"Deutsche Liebe" is the story of a poor German scholar who has fallen in love with a princess.

Niese Aus dänischer Zeit, Selections from (1st or 2d year)

With Introduction, Notes, and Vocabulary

Edited by LAURENCE FOSSLER, Head Professor of the Germanic Languages and Literatures in the University of Nebraska. 16mo, semiflexible cloth, x + 156 pages, with portrait, 35 cents.

THE quaint picturesqueness of the customs and practices of the common folk of the fatherland finds expression in these sketches of Danish

German Texts for High Schools and Colleges

life by Charlotte Niese. The Old World aroma hangs as distinctly about them as does that of New England about the stories of Sarah Orne Jewett or Mary E. Wilkins.

Nollen German Poems 1800-1850 (3d or 4th year)

With Introduction and Notes

Edited by JOHN SCHOLTE NOLLEN, President of Lake Forest College, Lake Forest, Ill. [Ready in the Fall of 1912]

LYRICS and ballads of the period of the romantic movement from Hölderlin, Schlegel, and Novalis to Geibel. The collection is sufficiently complete to bring out the characteristic manner of each poet and the general tendencies of lyrical expression during the period.

Riehl Burg Neideck (2d or 3d year)

With Introduction and Notes

Edited by CHARLES B. WILSON, Professor and Head of the Department of German Language and Literature in the State University of Iowa. 16mo, semiflexible cloth, 86 pages, 25 cents.

"Burg Neideck" is one of the best of Riehl's historical novels, and shows well the author's imaginative power in weaving a fictitious plot about an authentic historical setting. His narrative is told with a vividness and a rush that never allows the interest to flag.

Riehl Der Fluch der Schönheit (2d or 3d year)

With Introduction, Notes, Vocabulary, and Exercises in Composition and Conversation

Edited by ARTHUR N. LEONARD, Professor of German in Bates College. 16mo, semiflexible cloth, xiv + 137 pages, with map, 40 cents.

"Der Fluch der Schönheit" is one of the most interesting of the many Kulturgeschichtliche Novellen produced by Riehl. An interesting character study is offered in the handsome young Amos, whose beauty proves a great obstacle in his career. The historical setting, with its background of the Thirty Years' War, presents a vivid conception of the life of a soldier during that troublous period.

Riehl Die vierzehn Nothelfer (2d or 3d year)

With Introduction, Notes, Exercises, and Vocabulary

Edited by J. F. LOUIS RASCHEN, Professor of the Modern Languages in Lafayette College. 16mo, semiflexible cloth, xii + 79 pages, 25 cents.

THIS little book is characterized by its simple style, its vivid portrayal of character, and its quiet, wholesome humor. It describes the life of a capricious, happy-go-lucky artist whose irresponsibility causes him to

German Texts for High Schools and Colleges

delay the execution of a set of paintings ordered by a patron knight, and leads him into many amusing situations.

Rosegger Waldheimat, Selections from (2d or 3d year)

With Introduction and Notes

Edited by LAURENCE FOSSLER, Head Professor of the Germanic Languages and Literatures in the University of Nebraska. 16mo, semiflexible cloth, ix + 103 pages, 35 cents.

IN presenting these delightful Alpine sketches from Rosegger's "Waldheimat," the publishers feel that they are introducing an artist of exceptional charm and power—simple, yet strong and skillful in his diction. His native mountains and mountaineers never tire him nor us.

Scheffel Der Trompeter von Säkkingen (3d or 4th year)

With Introduction, Notes, Vocabulary, Maps, and Repetitional Exercises

Edited by HERBERT CHARLES SANBORN, Vanderbilt University, Nashville, Tenn. 16mo, semiflexible cloth, xxvi + 590 pages, illustrated, 90 cents.

THIS narrative poem furnishes a striking and accurate picture of seventeenth-century life. In it Scheffel shows at its best the exquisite, wholesome humor with which he defied the pseudo-romanticism of his time. The story is a simple one of a poor young musician who falls in love with a baron's beautiful daughter, but the picture is painted with a life and color that only a scholar gifted with an artist's imagination could give. The book is delightfully illustrated.

Schiller Jungfrau von Orleans (3d or 4th year)

With Introduction, Notes, and Vocabulary

Edited by PHILIP SCHUYLER ALLEN, Assistant Professor of German Literature in The University of Chicago. 16mo, semiflexible cloth, xxxv + 334 pages, 70 cents.

IN the present edition of the "Jungfrau" much care has been taken in both the notes and the vocabulary to render the play profitable for the less-informed student and to create a desire for a closer acquaintance with Schiller.

Schiller Maria Stuart (3d or 4th year)

With Introduction, Notes, Questions, and Vocabulary

Edited by JOHN SCHOLTE NOLLEN, President of Lake Forest College, Lake Forest, Ill. 16mo, semiflexible cloth, lxii + 361 pages, with portrait, 75 cents.

THIS edition of "Maria Stuart" gives the student such material as is most important for the study of the play as a work of literary art and specifically as an historical drama. Among other subjects the editor discusses the place of "Maria Stuart" in German drama, the historical background of the play, the growth of the work in the author's mind, and the author's use of sources in his creative work.

German Texts for High Schools and Colleges

Schiller and Goethe Selections from the Correspondence between (3d or 4th year)

With Introduction and Notes

Edited by JOHN G. ROBERTSON, Professor of German in the University of London.
16mo, semiflexible cloth, xlix + 210 pages, 60 cents.

THESE letters afford the best of all commentaries upon the intellectual life and achievement of Germany in the zenith of her literary greatness, and are in themselves masterpieces of German prose.

Schiller Wilhelm Tell

With Introduction, Notes, Vocabulary, and Exercises

Edited by B. J. Vos, Professor of German in Indiana University.

With Vocabulary. 16mo, semiflexible cloth, xxviii + 387 pages, with frontispiece, 70 cents.

Without Vocabulary. 16mo, semiflexible cloth, xxviii + 300 pages, with frontispiece, 60 cents.

THE introduction gives a sketch of the life of Schiller, and discusses briefly the various historical and literary questions that are connected with the study of the drama. Parallels with English literature, in so far as they are adapted to quicken the pupil's interest, have been introduced rather more freely than is usually done in books of this character. In addition to the well-prepared vocabulary and exercises there is a map of the region of the Four Forest Cantons, an outline map of Switzerland, and a number of illustrations.

Schücking Die drei Freier (1st or 2d year)

With Introduction and Notes

Edited by OTTO HELLER, Professor of the German Language and Literature in Washington University, St. Louis, Mo. 16mo, semiflexible cloth, xxxiii + 81 pages, with portrait, 30 cents.

IN "Die drei Freier" Levin Schücking, called the "Walter Scott of Westphalia," has skillfully linked together, for the first time in literary history, the stories of "The Wandering Jew," "The Wild Huntsman," and "The Flying Dutchman."

Seeligmann Altes und Neues (1st or 2d year)

By KARL SEELIGMANN, late Instructor in German in the Harvard School, Chicago, Ill. 16mo, semiflexible cloth, 125 pages, 35 cents.

A COLLECTION of prose and poems adapted from German sources for beginners. There are twenty-six selections in all, representing, among others, Pröhle, Trenkner, Grimm, Hebel, Bürger, Müller, Goethe, and Uhland.

German Texts for High Schools and Colleges

Seume *Mein Leben* (2d or 3d year)

With Introduction, Notes, and Bibliography

Edited by J. HENRY SENGER, Associate Professor of German in the University of California. 16mo, semiflexible cloth, vii + 136 pages, 40 cents.

THE experiences of a Leipzig student as a Hessian mercenary, impressed into service at the time of the American Revolution, again in the Prussian wars, and later in the Polish rebellion. The book is one of the classic autobiographies.

Storm *Geschichten aus der Tonne* (1st or 2d year)

With Introduction and Notes

Edited by C. F. BRUSIE, Principal of Mt. Pleasant Military Academy, Ossining, N.Y. 16mo, semiflexible cloth, xii + 127 pages, 35 cents.

THE simplicity, sweetness, and tenderness of Storm's prose are well brought out in the three imaginative stories which make up this volume—"Die Regentrude," "Bulemann's Hause," and "Der Spiegel des Cyprianus." The music of their language and the charm of their style are characteristic of the author, who is ranked with Heine and Eichendorff in the world of German literature.

Storm *Immensee* (1st or 2d year)

With Introduction, Notes, and Vocabulary

Edited by RICHARD ALEXANDER VON MINCKWITZ, late Teacher of Greek and Latin in the De Witt Clinton High School, New York City, and ANNE CROMBIE WILDER, Teacher of Latin and Greek in the Westport High School, Kansas City, Mo. 16mo, semiflexible cloth, 89 pages, 30 cents.

"Immensee" is an idyl—a series of enchanting pictures through which the children, Reinhardt and Elizabeth, play and dream and love and grieve as they grow from childhood to maturity. The story is almost as well known and loved in America as it is in Germany. Storm's characters and scenes are drawn from the little world in which he lived, but they are true to nature and humanity everywhere.

Storm *In St. Jürgen* (2d or 3d year)

With Introduction, Notes, Vocabulary, and English Exercises

Edited by J. H. BECKMANN, Teacher of German in the Westport High School, Kansas City, Mo. 16mo, semiflexible cloth, vi + 120 pages, with portrait, 35 cents.

"In St. Jürgen" deserves an equal place with "Immensee." As a character study it offers even greater possibilities in the lives of Hansen and Harre, who, having spent their childhood together, develop later widely varying careers under the influences of different environments.

German Texts for High Schools and Colleges

Storm *Der Schimmelreiter* (2d or 3d year)

With Notes, Exercises, Vocabulary, and Biographical Notice

Edited by J. MACGILLIVRAY, Professor of German in Queen's University, Kingston, Ont., and E. J. WILLIAMSON, Professor of the German Language and Literature, Hobart College, Geneva, N.Y. 16mo, semiflexible cloth, xx + 331 pages, with portrait, 70 cents.

THE last and best of Storm's works. It is as invigorating as are the breezes from the North Sea, mentioned so frequently in the text, while the spectral "rider of the white horse" lends an enticing touch of mystery to a story whose Frisian characters and Schleswig setting give it a peculiar charm.

Super *Elementary German Reader* (1st or 2d year)

With Notes and Vocabulary

Edited by O. B. SUPER, Professor of the Romance Languages in Dickinson College, Carlisle, Pa. 16mo, semiflexible cloth, ix + 134 pages, 40 cents.

THIS little book contains more easy reading than any other reader of its class.

There are "Little Stories," very short and simple, to suit beginners, and "Stories and Tales," for pupils slightly more advanced. "Historical Stories" and "Easy and Short Poems" complete the collection.

Thiergen *Am deutschen Herde* (2d or 3d year)

With English Notes

By OSKAR THIERGEN, of the Royal Cadet College, Dresden, and VALERIE THIERGEN. With English Notes by S. W. CUTTING, Professor and Head of the Department of Germanic Language and Literature in The University of Chicago. 16mo, semiflexible cloth, 261 pages, 50 cents.

"Am deutschen Herde" tells of the adventures of two young Americans in Germany, bringing out the native peculiarities of German speech and custom. The happy combination of dialogue, narration, and description, the simple, idiomatic diction, and the faithful glimpses of the Germany of to-day and of yesterday, are sure to be appreciated by the student.

Van Daell *Preparatory German Reader* (1st year)

With Vocabulary

By C. L. VAN DAELL. 12mo, cloth, 136 pages, 40 cents.

GOETHE, Schiller, Heine, Körner, and Rückert are among the poets represented. Much of the prose is brief extracts or adaptations from Lessing, Herder, Hebel, Campe, and others. The readings have been chosen to give some idea of the country and to tell something about a few of its most illustrious men. All are brief—of such a length that each is suitable for a complete lesson for the beginner.

German Texts for High Schools and Colleges

Volkman-Leander Träumereien an französischen Kaminen (1st or 2d year)

With Introduction, Notes, Exercises, and Vocabulary

Selected, arranged, and edited by J. B. E. JONAS, Assistant Professor of Germanic Languages and Literatures in Brown University, and ANNE T. WEEDEN, Teacher of German in the Hope Street High School, Providence, R.I. 16mo, semiflexible cloth, xii + 243 pages, with portrait, 40 cents.

THESE stories give in simple, often colloquial language, but invariably in finished and fascinating literary form, a rich picture of the naïve beliefs, traditions, and superstitions so characteristic of Germany. The book is prepared for beginners, but is equally well suited to advanced students for sight reading and outside study.

Von Sybel Die Erhebung Europas gegen Napoleon I (3d or 4th year)

With Introduction and Notes

Edited by A. B. NICHOLS, Professor of German in Simmons College, Boston. 16mo, semiflexible cloth, x + 126 pages, 40 cents.

A HISTORICAL study of Europe's rise against Napoleon. The material is suitable for rapid reading in the third or fourth year, and encourages an intelligent appreciation rather than a minute study of the text.

Zschokke Der zerbrochene Krug (1st or 2d year)

With Introduction, Notes, and Vocabulary

Edited by HERBERT CHARLES SANBORN, Vanderbilt University, Nashville, Tenn. 16mo, semiflexible cloth, xvi + 76 pages, with portrait, 25 cents.

AMONG all of Zschokke's works one could hardly select one of equal length which is more characteristic of his quiet humor than the little story of "Der zerbrochene Krug."

Other Textbooks in German

Müller and Wenckebach Glück Auf A First Reader

By MARGARETHE MÜLLER, Professor of German, and CARLA WENCKEBACH, late Professor of German, in Wellesley College. 12mo, cloth, xxiii + 235 pages, illustrated, 60 cents.

ONE of the most popular elementary German readers now in use in this country. The central idea of the book is to introduce the student at once to facts, ideas, and sentiments which are in close relation to German life, and to lead him to a knowledge and appreciation of what is choice and valuable in German literature.

German Texts for High Schools and Colleges

Schiller Maria Stuart (2d or 3d year)

With German Comments, Notes, and Questions

Edited by MARGARETHE MÜLLER, Professor of German, and CARLA WENCKEBACH, late Professor of German in Wellesley College. 12mo, cloth, xxx + 262 pages, 90 cents.

THE whole editorial apparatus of this edition of Schiller's popular classic is in German. The notes and the development questions are so simple, both in style and in vocabulary, that they can be read by the student almost at sight.

Bahlsen The Teaching of Modern Languages

By LEOPOLD BAHLESEN, Professor of the Realschule VI, Berlin, Lecturer on Methods of Teaching French and German in Teachers College, Columbia University, 1902-1903. Translated from the German by M. BLAKEMORE EVANS, Professor of German in Ohio State University. 8vo, semiflexible cloth, 97 pages, with portrait, 50 cents.

INTENDED primarily for teachers of French and German in secondary schools, this suggestive work can also be used with profit as collateral reading in "methods" courses in normal schools and universities.

Bernhardt A Course in German Composition

By WILHELM BERNHARDT, late Director of German in the High Schools of Washington, D.C. 12mo, cloth, 230 pages, 90 cents.

EACH lesson of this course combines work in reading, translation, conversation, sight reading, and grammar review, the exercises being based on selections from the writings of standard German authors. This combination of work has made the book very attractive and unusually successful in the schools. German-English and English-German vocabularies are included.

Collar First Year German

By WILLIAM C. COLLAR, Head Master Emeritus of the Roxbury Latin School, Roxbury, Mass. 12mo, cloth, 336 pages, \$1.00.

THE aim of this book is to lay out in orderly progression, for beginners having not less than four lessons a week, one year's work in speaking, reading, and writing German. A brief summary is given of the essentials of English grammar, in order that the student's progress may not be retarded by his ignorance of common grammatical terms.

Collar-Eysenbach German Lessons

With Notes, Selections for Reading, and Vocabularies

Revised and largely rewritten by WILLIAM C. COLLAR, Head Master Emeritus of the Roxbury Latin School, Roxbury, Mass. 12mo, cloth, xxii + 360 pages, \$1.20.

English into German The English Exercises from Collar's Eysenbach's "German Lessons." 12mo, paper, 51 pages, 25 cents.

German Texts for High Schools and Colleges

THE "natural" and the "scientific" methods are harmonized in a practical way in this book of lessons, grammatical principles, and readings, which is based on Eysenbach's "Practical German Grammar."

Collar Shorter Eysenbach

With Notes to the Exercises and Vocabularies

Revised and largely rewritten by WILLIAM C. COLLAR, Head Master Emeritus of the Roxbury Latin School, Roxbury, Mass. Revised by CLARA S. CURTIS. 12mo, cloth, 242 pages, \$1.00.

AN abridgment of Eysenbach's "Practical German Grammar."

Doriot Beginners' Book in German

By SOPHIE DORIoT. Square 12mo, boards, 273 pages, 80 cents.

IN this book each lesson is introduced by a picture illustrating a humorous verse from the juvenile literature of Germany.

Duerr Essentials of German Grammar

By ALVAN E. DUERR, Head Master of Polytechnic Preparatory School, Brooklyn, N.Y. 12mo, cloth, 206 pages, 80 cents.

MEMORIZING is here reduced to a minimum. The constant repetition of a limited vocabulary of common words should make the book particularly useful to teachers who follow the conversational method.

German Exercise Book

8vo, boards, 8 pages + 65 blank leaves, 30 cents.

To hold the written work of a half year.

Gronow Jung Deutschland (1st year)

By ANNA GRONOW, The University of Chicago Elementary School. [In press]

A BEGINNING German book presenting grammar and simple, idiomatic reading. Directions for both teacher and pupil are given largely in German, and emphasis is placed upon oral self-expression in the new language.

Ham and Leonard Brief German Grammar

By ROSCOE JAMES HAM, Professor of German in Bowdoin College, Brunswick, Maine, and ARTHUR NEWTON LEONARD, Professor of German in Bates College, Lewiston, Maine. 12mo, cloth, 241 pages, 90 cents.

THIS new short grammar combines conciseness, completeness, good arrangement, and interest. The prose work is chosen from anecdotes thoroughly German in spirit as well as idiom. The grammatical rules are stated with unusual clearness and simplicity.

German Texts for High Schools and Colleges

Heller Studies in Modern German Literature

By OTTO HELLER, Professor of the German Language and Literature in Washington University, St. Louis, Mo. 12mo, cloth, 301 pages, \$1.25.

THE most important aspects of German modernism and the most conspicuous figures in it. The works of Hauptmann and Sudermann are treated with especial fullness and exactness. The last part of the volume deals with the German women writers of the nineteenth century.

Hempl German Orthography and Phonology. Part I

By GEORGE HEMPL, Professor of Germanic Philology in Leland Stanford Junior University. 12mo, cloth, xxxii + 264 pages, \$2.00.

THE first book to give a systematic and comprehensive treatment of this subject.

Hempl The Easiest German Reading for Learners

By GEORGE HEMPL, Professor of Germanic Philology in Leland Stanford Junior University. 12mo, cloth, xvii + 82 pages, 40 cents.

THE material in this reader is chosen from nursery rimes and tales, making possible the direct association of the German text and the easily remembered situation. Notes are placed at the beginning of each selection calling attention to the idioms and grammatical principles illustrated.

Kellogg German Verb Blank (1st or 2d year)

By ROBERT J. KELLOGG, Professor of Modern Languages in the James Millikin University, Decatur, Ill. Cloth, 48 pages, 35 cents.

FOR purposes of drill in verb forms. Provision is made for the conjugation of compound, reflexive, and passive, as well as the simple active verbs.

Stein German Exercises (1st or 2d year)

With Notes

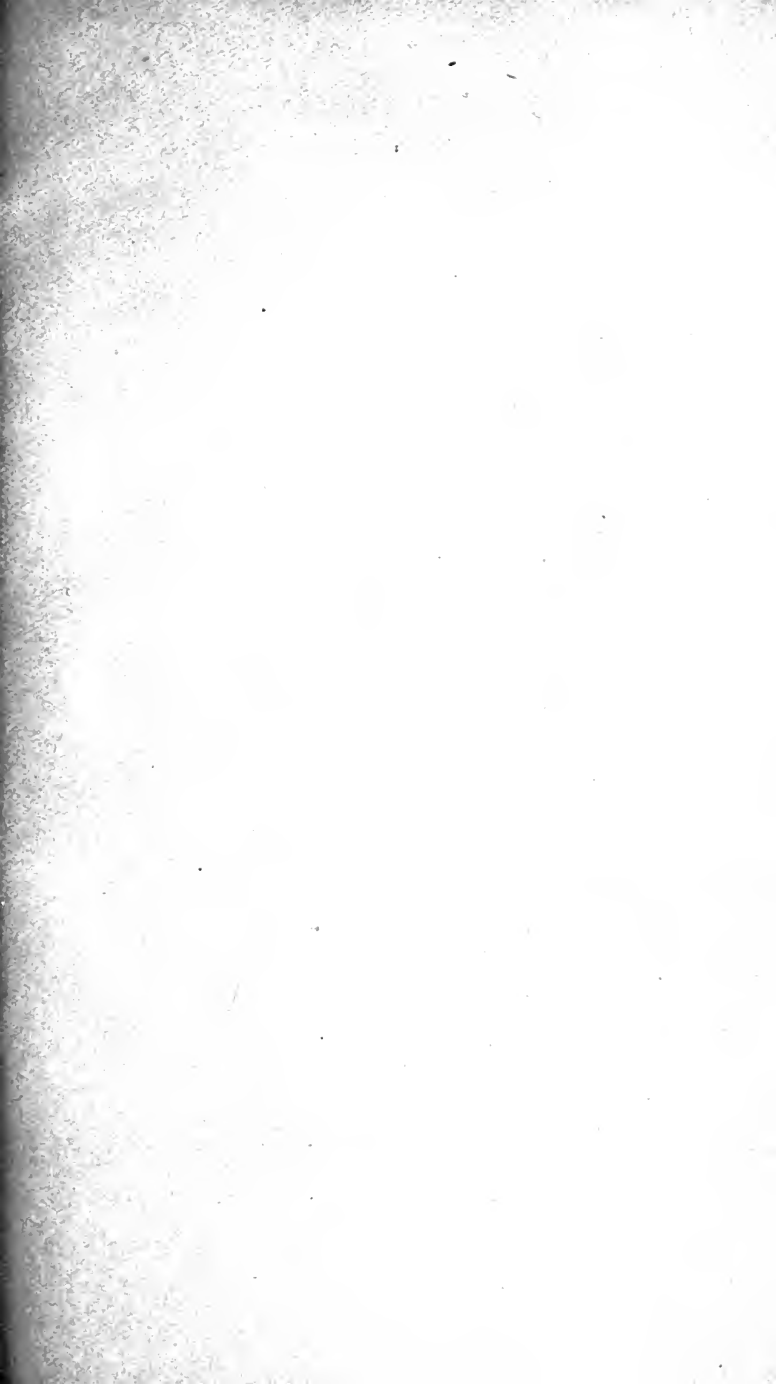
Selected by J. FREDERICK STEIN, late Assistant Instructor in the Modern Languages in the Boston Public Schools.

Book I. 12mo, cloth, 118 pages, 40 cents.

Book II. 12mo, cloth, 114 pages, 40 cents.

Book II, with Commercial Exercises. 12mo, cloth, 153 pages, 50 cents.

ANY one of these books is well fitted to supplement any good grammar or Lessons.



UNIVERSITY OF CALIFORNIA LIBRARY
BERKELEY

**THIS BOOK IS DUE ON THE LAST DATE
STAMPED BELOW**

Books not returned on time are subject to a fine of 50c per volume after the third day overdue, increasing to \$1.00 per volume after the sixth day. Books not in demand may be renewed if application is made before expiration of loan period.

DEC 21 1923

JAN 11 1924

FEB 3 1924
JUL 25 1928

AUG 8 1928

JAN 18 1929

Binder
Gaylord Bros., Inc.
Stockton, Calif.
T. M. Reg. U. S. Pat. Off.

THE UNIVERSITY OF CALIFORNIA LIBRARY

